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ABSTRACT

The framework is intended to help staff develop curricula for mildly mentally retarded students in special and regular education and assist both educators and parents in evaluating the curricula. Distinctions between a curriculum and a framework are made. The proposed framework describes essential skills, competencies, and concepts necessary for effective school, home, and community functioning. The framework is designed to help define the scope, continuity, and sequence of curricula. The following subject areas are addressed in the framework, with specific entries listed for preschool, primary, intermediate, junior high, and secondary levels: art, career education, citizenship, communication, family living, health, home management, leisure skills, math skills, measurement, money, music, personal living skills, physical education, reading, safety, science, social skills, time, travel, and writing. (CL)

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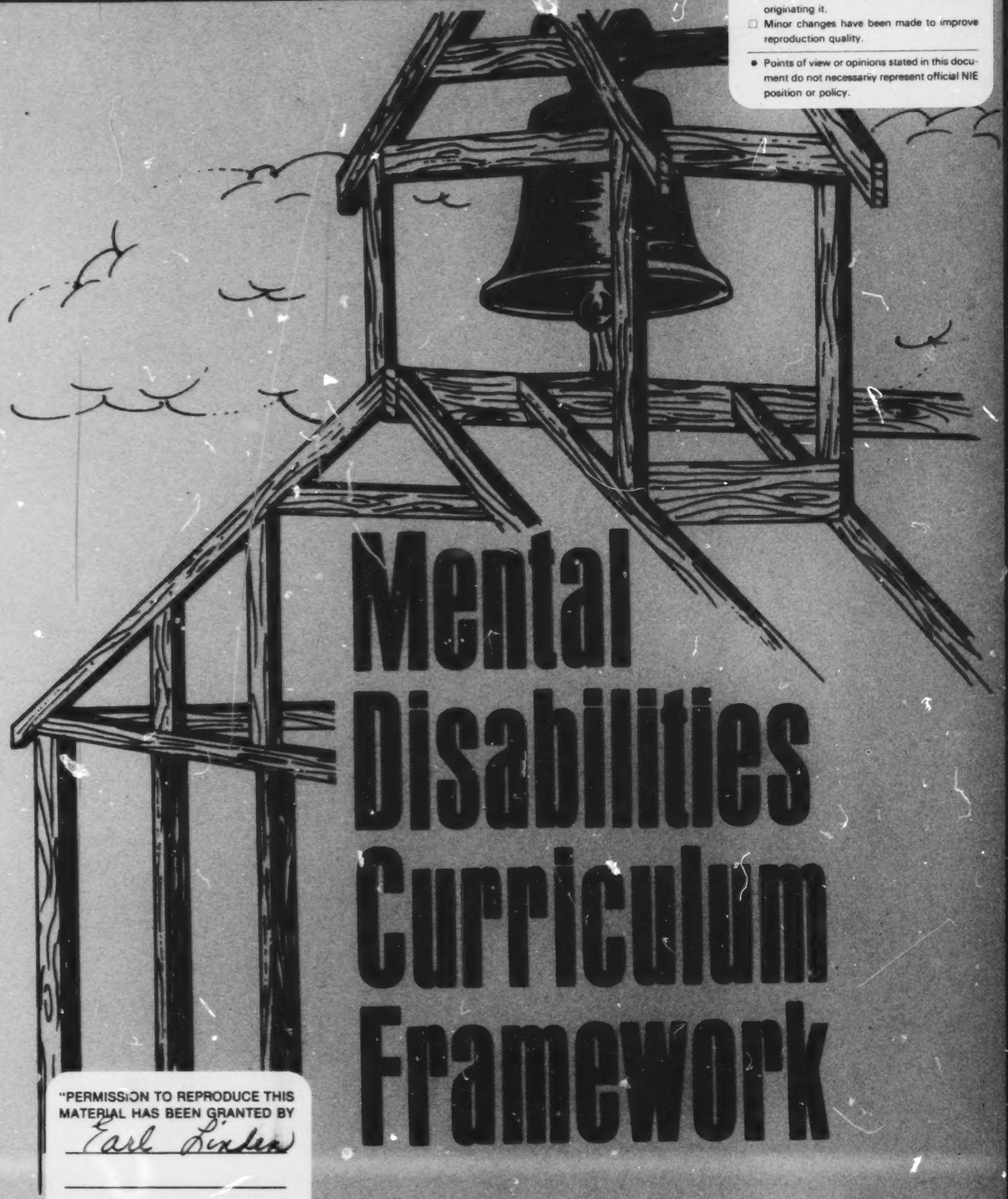

Mental Disabilities Curriculum Framework

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Iowa Department of Public Instruction

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319

A MENTAL DISABILITIES CURRICULUM FRAMEWORK

March, 1984

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Special Education Division
Grimes State Office Building
Des Moines, Iowa 50319

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INTRODUCTION

There are a number of legal, administrative and educational reasons for each school district to develop a special education curriculum. A school district is required to provide a description of its total educational program including curriculum structure and content, purposes and sequences as specified in Section 670-3.5, Iowa Administrative Code, as well as in Chapters 257, 280 and 281 of the Code.

A written curriculum assists school administrators, professional staff, parents and students in organizing educational programs to meet students' needs. The curricular organization of content also improves record keeping, communication between staff, parent understanding and periodic assessment and revision of the curriculum. A written curriculum also serves to keep the special education program on track by specifying the educational sequences needed to move the student along a continuum of skills, competencies and concepts. A district's description of its curricular continuum is helpful in making decisions about the students' educational programming from preschool through graduation and in each content area.

Either consciously or unconsciously, educators make decisions about the kinds of experiences they provide for students. The choices range from the selection of goals and objectives, to organization of the educational programs, the teaching methods employed, the materials used, and the accommodations made for differences among pupils. The quality of the educational programs provided is derived from the choices made. In order to provide an education which will function effectively in the daily lives of students, there is a need for each school district to examine the basic framework that underlies the curriculum choices made by educators with mildly mentally disabled students at each educational level.

The individualized education program (IEP) required for the provision of special education services has not done away with the need for a written curriculum guide. Rather, an established written curriculum guide serves to enhance the quality of individualized education programs. Basic to the process of designing a written curriculum guide is the development of a framework upon which to build a comprehensive articulated curriculum. Whether an adoption, adaption or original development approach is taken, a basic framework guides the process by addressing the questions: "What to teach?" "Toward what knowledge, understanding and skills will the learning experiences be directed?" "How will successive skills, concepts and competencies build upon previous learnings?"

In this document, "A Mental Disabilities Curriculum Framework," an example is provided which can be used to assist educators and parents in answering those questions. Designed as a framework, this document was <u>not</u> intended to serve as a curriculum guide. For that reason, there are no references to texts, materials or activities. The purpose of this framework is to provide a basis upon which to: 1) develop a curriculum

and corresponding written guide; 2) evaluate current curriculum and materials; 3) select appropriate curriculum content; and 4) make decisions about the scope, sequence and continuity of the educational program.

A framework can be used to:

1. Guide the efforts of staff in evaluating and choosing existing curricula for adoption or for development of a district's written curriculum.

2. Outline the general skills, competencies and content expected to be taught and learned in special education classes at each level (preschool, primary, elementary, junior high school, and high school).

3. Establish the sequence, scope and continuity of skills to be taught.

4. Clarify the relationship between regular and special education programs by the identification of similar and dissimilar instructional content.

5. Keep the special education program on track by allowing for system-wide evaluation and modification of the curriculum.

6. Improve communication and program understanding between educators at each level of the special and regular education program.

During the past two decades, special education staff have expended a great deal of effort in providing curricula for mildly mentally disabled students. The approaches have varied greatly as schools responded to the challenges and opportunities presented by changes in enrollment, computer technology, various program models, availability of funding, local community needs, students' characteristics and special education emphases. Some schools have chosen to adopt a curriculum created by other agencies. Other schools have favored a process of adapting other agencies' curricula to meet the needs of their students. Given sufficient time, energy and funding, some schools have developed their own curricula. A number of schools, however, have overlooked the need to establish an articulated curriculum for preschool through secondary level programs serving mildly mentally disabled students or have overlooked the need to maintain an effective and functional curriculum.

A FRAMEWORK DIFFERS FROM A CURRICULUM

A Curriculum

There are many different approaches to defining or describing a curriculum. In some cases, a curriculum refers to everything that goes

on at school from the time the student gets on the school bus to the end of the bus ride back home at the end of the school day. In this curriculum approach, all school personnel, including bus drivers, cooks, custodians, crosswalk guards, teachers, counselors, administrators and others can assume a role in the education process. In other districts, a curriculum can be described as any of the following: sets of materials, teaching methods, instructional goals, evaluation systems, lists of textbooks, lists of courses or the content of specific courses.

Given the wide variety of ideas about what a curriculum should be, there are many different models of curriculum available. Some of the more common approaches to special education curriculum design include:

1. A materials-based approach in which a commercially developed series in reading, math, language, science, etc., is adopted.

2. A special single-subject approach in which detailed step-by-step instructional sequences, materials and methods are specified for a particular content area, e.g., driver's education.

3. A validated curriculum approach in which a commercially produced set of instructional materials or guides developed for use with disabled students is adopted.

4. A teaching activities approach in which the curriculum design and materials emphasize "how to teach" a particular content area.

5. An instructional outcomes approach in which the students' behavioral objectives are task analyzed and the sequences of instructional objectives are listed.

6. A computerized curriculum approach in which listings of behavioral or instructional outcomes are coded and stored in a computer bank of objectives.

7. A comprehensive curriculum approach in which a large number of instructional outcomes, teaching methods, teacher-student activities and materials are listed.

Within each of these different designs for providing a written curriculum, the content can be organized in several ways. Typically, the special curricula can be organized by traditional subject areas, by behavioral domains or by persisting life problems.

There are advantages and disadvantages to each of the various curriculum designs and organizational formats described above. But any of the approaches would be better than attempting to provide an educational program to mildly mentally disabled students without any continuity at all from preschool through graduation.

There are some excellent curriculum guides available to provide assistance to those teaching the child in need of special education.

These are organized with different formats to adapt to different teaching styles. Most teachers use one curriculum guide as the basis for the program development for their students and use other guides and activities to supplement the basic plan.

The critical questions to ask when deciding what to teach are "Why am I including this in the curriculum sequence?" "How will the student ultimately use this information or skill?" "What is the best way to teach this information or skill?"

A Framework

Before a school district can decide which of the curriculum approaches and organizations are best suited to its students, the more basic issues related to scope, sequence, and continuity need to be addressed.

The **scope** of a school district's educational offerings refers to the overall extent or range of the knowledge, skills and competencies toward which the learners' experiences are to be directed. The scope of education is a concept that should be considered when the specific goals of a content area are listed.

The **continuity** of a curriculum refers to the planned reinforcement and reintroduction of important learnings and skills as the student moves from grade to grade throughout the educational program. The continuity of day-to-day and year-to-year learning experiences lies in the students' processes of extending skills, understanding increasingly complex or abstract concepts, of discovering relationships between experiences and of applying generalizations from one experience to another.

Sequence refers to the order in which the content of the curriculum is to be presented to the student. Generally progressing on a continuum from simple concrete learning to more complex and abstract generalizations, the sequence of a curriculum identifies the orderly succession of related learnings as the student moves from level to level within the special education program.

A framework, such as the example provided in this document, differs from a "curriculum" in that its development should precede the writing of a curriculum and should primarily address the broad goals or skeletal structure of an educational program for mildly mentally disabled students. A framework provides direction in the curriculum development process by focusing attention on the scope, sequence and continuity of the total program without reference to any particular curriculum design, organization, materials, activities or instructional methods. The framework should serve to guide the evaluation and selection of the more specific components which ultimately result in a written curriculum and guide.

These three concepts - scope, sequence and continuity - should be addressed and identified in the beginning of the curriculum development process through the use of a written outline or framework which lists the basic student competencies, skills and concepts determined to be essential to the students' life-long effective functioning. Once identified, those basic skills, competencies and concepts form an open skeletal structure or framework which can later be filled in with more specific components which identify materials, teaching strategies, student learning activities, and the student objectives needed to form a written comprehensive curriculum and guide.

A Proposed Framework

This document contains an example of a framework which can be used in the development of a curriculum for mildly mentally disabled students receiving educational services from preschool through graduation. Its purpose is to provide a description of those essential skills, competencies and concepts determined to be necessary or desirable for the students' effective functioning in school, home and other community environments.

As in most curriculum development activities, a set of values about the education of mentally disabled students served as a focus for making judgments about the items to be included in this framework.

First, all school age mildly mentally disabled students need a curriculum but not all of these students will need a special education curriculum. To varying degrees, these students can benefit from the curriculum provided in the regular school program. Their special educational needs can often be appropriately met through instructional modifications.

Since mildly mentally disabled students are generally served in resource teaching programs or in special classes with integration into academic subjects, a mixture of regular and special curriculum content is often appropriate. In many instances, this results in teaching the basic regular education coursework or skills through the use of special materials, objectives and teaching techniques. These special materials, objectives and techniques would normally be described in a written curriculum as well as in the individual education program (IEP) written for each student.

One function of a framework is to identify the instructional outcomes of the resource or special class with integration programs and then to compare those skills, competencies and concepts with those provided in the regular education curriculum. Alternative special education programming should be provided, if necessary, when discrepancies are identified for both resource and special class with integration programs.

Second, a functional life skills approach has been taken in the development of the framework. While many mildly mentally disabled students can benefit from regular academic coursework appropriate for their ability levels, priority should be given to the practical daily applications of learnings which lead to meaningful and effective functioning in their communities. For that reason, the 22 content areas listed in the framework have been written to include regular education curriculum content but an emphasis has been put on the functional use of some of the relatively abstract concepts often found in regular education curricula.

Third, preschool, primary, elementary, junior high school and senior high school special education programs should be viewed as having continuity from level to level. The learnings at each successive level should build upon those previously taught. The skills, concepts and competencies described in the framework are those considered to be generally appropriate at each level.

Fourth, the concept and practice of infusing career education concepts was emphasized in each of the 22 content areas contained in the framework. Brolin's 102 Career Education Competencies and each item of the Iowa Career Education Model have been infused throughout the framework's content areas. The phases of career education - awareness, accommodation, exploration and preparation - have also been included.

Fifth, the listing of items within each of the content areas at each level was not intended to be used as a developmental guide. Since a framework provides only an outline to guide curriculum development, the items are provided as examples of content to be considered for inclusion in a more comprehensive and sequenced curriculum.

Developing a Framework

Since differences exist in the level of functioning required of mildly mentally handicapped students from community to community, each school district should develop a curriculum based on the skills the students will need to acquire in order to effectively function in a variety of community settings.

Just as a curriculum may be developed in a variety of formats and be organized differently, a framework may also be developed and organized in a variety of ways. For example, this framework was completed in several steps:

First, a number of special education curricula for mentally disabled students were reviewed by the authors in order to list the most commonly described items found in typical curricula. The curriculum items were then categorized into the 22 content areas found in the framework.

Second, the lists of items were separated into general levels (preschool, primary, elementary, junior high school and senior high

school). The items listed in each of the content areas were, when possible, arranged in order of increasing difficulty from preschool to senior high school in order to provide an example of continuity between levels.

Third, the items contained in each content area were compared to exemplary regular education curricula (K-12) to determine the extent of similarity between the list of special education curriculum skills, competencies and concepts and those found in regular education curricula. The most similarity was found at the preschool, primary and elementary levels. At the two secondary levels, the items in the special and regular education curricula became more divergent. However, in cases where the type of content in the regular curriculum was judged to be educationally appropriate or required for graduation, the content of certain items was revised to emphasize the functional nature of the content. Revisions were made in such areas as biology, U.S. History, U.S. Government, and math. In the subject area of math, for example, consumer math was substituted for algebra.

The items listed in this framework were chosen because they represented the common content of many curriculum guides in the field of mental disabilities. For that reason, this framework provides an example of the basic skills, competencies and concepts which should be taught in the educational program and also, in a general sense, defines the entry and exit criteria for movement through the grades. For example, the items listed in the elementary sections of the framework represent the content which could be covered from grades 4 through 6 to prepare the students for the junior high school program. Students will vary in their rates of mastery within the content areas.

USING THIS FRAMEWORK

Defining the Scope

Using this framework as an example, identify the desired content of an educational program to be provided to mildly mentally disabled students from preschool through graduation from high school. Each school district may organize the content differently. While a subject area such as language arts may include a number of different content areas, e.g., reading. spelling, writing and speaking, it may be more helpful to list each of them separately in order to identify the broader range of the educational program. Under each major heading, list the expected student outcomes for each level. These outcomes should be general in nature. In some cases the framework will list everything currently found in the district's curriculum; in other cases, the list may contain many more desired outcomes than are provided for in the currently used curriculum.

Once the general content areas and general student outcomes are identified and listed, the staff can compare the current curriculum

content to the items listed in the framework which they have developed. Any discrepancies between what is listed as an expected student outcome and the content of the actual curriculum should be resolved. The key to this process is an honest appraisal of the current curriculum. The curriculum should be designed around the characteristics and needs of the students. But since curricula and materials range from scanty outlines to comprehensive computer banks of objectives, the purpose for this process of comparison is to identify any gaps in scope, sequence, or continuity of currently used curricula or materials in the district.

Defining the Continuity

The use of a curriculum framework will assist the staff in identifying items which reinforce and repeat skills, competencies and concepts within subject areas or between different subject areas. The framework described in this document contains a number of instances where the same or similar concept, skill or competency is repeated or reinforced by its application in another setting or context. In the development of its own framework, a school district staff should identify those areas where overlap occurs and then structure the framework to include that continuity. When the continuity is built into the structure of the framework, it will be easier to compare other curricula, materials and activities and to determine how each of them fit together as a whole educational program.

Defining the Sequence

This framework has been divided into five levels from preschool to senior high school. With the exception of preschool, the other four levels correspond to the four levels identified in the Iowa Career Education Inventory: awareness, accommodation, exploration and preparation. While the items listed at each level are not intended to describe a developmental sequence, there is a general progression from level to level. The framework in this document can serve as a general example which can be modified as necessary by the staff as they consider the appropriate sequences for their students.

Finally, after the school district has identified the framework of an educational program's scope, continuity and sequence, the staff should analyze the district's own curriculum, other curricula, teaching materials, instructional activities and other resources to determine whether the skills, concepts and competencies listed in them match the items listed in the framework. Any identified gaps in scope, sequence or continuity can then be filled.

The content area items and levels listed in this framework serve as examples of instructional sequences. There are a wide variety of approaches which could be used to teach the skills, competencies and concepts listed in this framework. Curriculum developers may wish to review and use additional resources which assist in task analysis or which provide more detailed sequences than are listed here.

Preschool

Much has been said about individualizing for children with special needs. After assessing the functioning level of students, a determination is then made about what and where to begin teaching. A formal or informal learning environment is created either in the home or school. A determination must be made whether the student's learning may best be accomplished in a one-to-one situation, in small groups or in large groups. There are many factors which should be weighed in making these decisions: e.g. how many children are functioning at approximately the same skill level and, therefore can be grouped with others; is this an item that can best be taught through rote; are opportunities being provided for students to generalize the information being presented.

When deciding on ways of teaching the appropriate skills, apply common sense! What is the most efficient way to teach and use items which relate to the child's environment? Functionality and age-appropriateness are terms which should be taken seriously in any curriculum development. An easy example of this is the sorting of different colored socks as compared to the sorting of colored blocks. Review the terminal goals for each child based on the functioning level. Some students may have to use a communication board for indication of sorting or grouping of objects. For some students this may simply be an inappropriate skill to teach.

The "preschool section" of this curriculum was developed to outline the instructional content for moving children from infant stimulation and preschool programming on to traditional school-aged programming. There are basic reasons for doing many of the things which parents and teachers take for granted. Most adults (and children) feel much more comfortable if they understand <u>why</u> they are doing what they are doing.

At the preschool level much of the teaching done is closely integrated with play and games. This is totally appropriate if the adults realize these activities are leading to skills which are necessary for later success in different areas within the curriculum. If adults are attuned to the rationale for doing certain things, they are more likely to be able to maximize opportunities for assisting the child to generalize.

Primary

The primary section includes items which extend the learnings acquired in the preschool program. Emphasis is generally placed on the development of basic self-help, social, physical and academic competencies. The items listed span a period of approximately four years and during this period a great number of prerequisite skills and concepts should be learned in order for the child to successfully function in the elementary grades. The primary grades are also the time when the educational program can stress the awareness phase of career

education. The listed items can serve as a guide to the types of curriculum content which should be presented by parents and educators and learned by students by the time the students move into the elementary grades.

Elementary

The emphasis in the elementary grades is often on the acquisition of basic academic skills. However, increased emphasis should also be placed on the practical applications of those skills as well as on developing the child's understanding of self and one's roles in family and the community. During this period, a student can move to the accommodation phase of the career education model in order to develop a broader base for future vocational and occupational choices. The skills, competencies and concepts learned by the end of the elementary grades should enable the student to effectively function in the junior high school environment.

Junior High School

In many respects, this period is transitional in nature. The students are in a transition from childhood to adolescence. The program itself should also be viewed as a transition from the learning of basic skills and concepts to the functional application of those learnings as the student prepares for the problem-solving and decision-making required in young adulthood. The curriculum, materials and activities provided in the curriculum should be carefully chosen for age-appropriateness and sensitivity to the rapidly changing interests, concerns, needs and maturity of junior high school students. During this period the exploration phase of career education can be emphasized in the curriculum content.

Senior High School

For many mildly mentally disabled students, graduation from high school will be the end of their formal education. It is the culmination of an educational experience which may have begun in preschool. It is also the beginning of functioning as an adult. In the senior high school program, increased emphasis should be placed on the preparatory phase of career education as the students make decisions and solve problems related to vocations, marriage, occupations, etc. The efficacy of basic skill development should be considered in relation to skill maintenance and functional applications of those skills.

A MENTAL DISABILITIES CURRICULUM FRAMEWORK

PRESCHOOL

A. Art

1. Enjoys sensations of visual and tactile exploration.
2. Experiments with materials in environment; e.g., smearing food, pats and pours water, etc., (being messy)
3. Progresses from using whole hand to move materials to using index finger to draw and "poke".
4. Finds creating images fascinating e.g., fingerpainting, drawing on foggy window, etc.
5. Uses gross and fine motor movements in using variety of art media, e.g., paints, brushes and water, snow, playdough, clay, sand, markers, etc.
6. Likes large sheets of plain paper to express self in appropriate developmental level. (movements are from gross to fine)
7. Experiments with colors prior to drawing objects
8. Drawings will begin to indicate level of awareness of systems in the environment; e.g., houses have windows, roofs, doors and often a sun above.
9. Attends to creative materials for extended lengths of time.
10. Wants recognition of artwork as it is something they have created. e.g., may want to display or tell a story about
11. Follows directions which relate to various art techniques; e.g., draw a line, circle, etc.

PRIMARY (Grades K-3)

A. Art

1. Uses gross and fine motor movements in using variety of art media.
2. Manipulates a variety of materials and media in creating images and objects.
3. Expresses ideas in art.
4. Uses vocabulary related to different art media, e.g. clay, chalk, paper, paint, etc.
5. Recognizes basic colors, textures, shapes, forms, lines, etc.
6. Expresses pride in artwork.
7. Describes differences and similarities in art.
8. Names occupations related to the world of art, e.g., dancers, painters, carvers, etc.

INTERMEDIATE (Grades 4-6)

A. Art

1. Uses variety of art media to create images and objects.
2. Expresses ideas and feelings in art.
3. Recognizes different art forms.
4. Expresses own preferences for art (sculpture, dance, paintings, graphics, theater, textiles, etc.).
5. Expresses confidence in ability to manipulate art media.
6. Recognizes artwork from different historical periods and cultures.
7. Expresses appreciation for art in own community.
8. Uses art in leisure time activities.
9. Describes occupations which are directly and indirectly related to art forms.

JUNIOR HIGH (Grades 7-9)

A. Art

1. Takes opportunity to be creative in the use of art media, materials and equipment.
2. Observes art in own community.
3. Uses art in leisure activities.
4. Relates own artistic abilities and interests to career interests.
5. Recognizes cultural and historical differences in art.

SECONDARY (Grades 10-12+)

A. Art

1. Uses art media for leisure time activities, decorating own environment, self-expression, etc.
2. Relates own artistic abilities and interests to career goals.
3. Uses community resources involving art.

PRESCHOOL

B. Career Education: Prevocational

1. Develops eye-hand coordination.
2. Shows interest in a variety of materials, shapes, textures, etc..
3. Learns that different family members have different roles within the environment.
4. Awareness that each person has responsibilities in relation to others.
5. Realizes that some activities are more enjoyable than others and are more for entertainment, others require more time and energy and are called work.
6. Through exposure to the community and television recognizes there are many different kinds of "jobs"
7. Follows simple and 2-3 step verbal directions.
8. Becomes aware of a variety of levels of problem solving techniques
9. Sorts clothing items by type or by color
10. Recognizes that items may have a variety of functions; e.g. wood may be used as fuel, as furniture, as building materials, etc.

PRIMARY (Grades K-3)

B. Career Education: Prevocational

1. Takes care of toys and belongings.
2. Carries out routine tasks.
3. Cares for school equipment and materials.
4. Takes turn in group activities.
5. Verbalizes that family members work.
6. Verbalizes that most adults work.
7. Gives directions.
8. Follows written and verbal directions.
9. Works toward task completion.
10. Explains some purposes of work.
11. Names/describes businesses, services and community helpers in the community.
12. Describes pride for own performance.
13. Ues simple tools and utensils.
14. Performs vocational skills: sorts, stacks, folds, assembles, cuts, etc.
15. Shows pride in own work.

INTERMEDIATE (Grades 4-6)

B. Career Education: Prevocational

1. Describes differences between work and play; states reasons for playing or working and the benefits of both.
2. Carries out regular responsibilities.
3. Stays on task for 20 minutes or more.
4. Exercises self control.
5. Names and describes many different kinds or clusters of jobs in community.
6. Verbalizes that some jobs need special skills, training and aptitude.
7. Classifies items by use and physical characteristics.
8. Names hand tools.
9. Explains that work can be done for pay or not for pay.
10. Accepts criticism and praise for work accomplished.
11. Describes basic rights and responsibilities of job holders and employers.
12. Makes some appraisal of own ability, interests, limitations, and reactions to limitations.
13. Writes personal data.
14. Make time judgments associated with task.
15. Completes daily and weekly tasks.
16. Performs vocational skills: sorts, stacks, folds, assembles, packages, collates, staples, cuts, etc.
17. Describes work habits and attitudes needed for jobs.
18. Describes kinds of jobs in own community.

JUNIOR HIGH (Grades 7-9)

B. Career Education: Prevocational

1. Describes job possibilities in the community.
2. Names agencies which help find employment.
3. Pays for lunches and transportation.
4. Names and uses basic hand tools.
5. States own personal data and characteristics.
6. States requirements for some jobs in the community.
7. States reasons for changing jobs.
8. Verbalizes realistic job goals and interests.
9. States importance of own experience, education and skills to various types of jobs.
10. Accepts criticism.
11. Follows three part written/oral directions.
12. Works together with others.
13. Works alone.
14. States intangible (recognition, enjoyment, satisfaction) and tangible (wages, benefits) rewards for working.
15. Attends school regularly.
16. Describes the importance of punctuality.
17. Exhibits appropriate social behaviors with coworkers.
18. Wears proper clothing for work.
19. Participates in job exploration activities in variety of jobs.
20. Demonstrates safety on job.
21. Describes Social Security benefits; obtains Social Security card.

SECONDARY (Grades 10-12+)

B. Career Education: Prevocational

1. Expresses interest in and knowledge of various occupations.
2. Lists reasons for working.
3. Lists rewards for working.
4. Uses and cares for basic hand and power tools.
5. Expresses short-range and long-range personal and career goals.
6. Names a variety of occupations and qualifications: education, experience, interest or ability.
7. Names local occupational opportunities and job requirements.
8. Describes characteristics of successful workers: work habits, attitude, role in work group, etc.
9. Describes minimum wage and company fringe benefits.
10. Lists criteria for taking the job: wages, skills, travel, etc.
11. Explains advantages of obtaining advanced job training. Lists post-secondary schools providing job training.
12. Lists prerequisites to employment in an area of interest.

SECONDARY (Grades 10-12+)

B. Career Education: Prevocational (continued)

13. Lists likes and dislikes about a variety of occupations.
14. Fills out job application forms, Social Security forms, union forms, and credit applications.
15. Locates and names employment resource agencies.
16. Describes the types of and reasons for payroll deductions.
17. Demonstrates how to notify an employer when ill or tardy.
18. Describes different working conditions and wages.
19. Describes pressures, strains and anxieties on the job and solutions.
20. Describes methods to resolve on-the-job work conflicts.
21. Participates in career education placements for job exploration/preparation.
22. Lists steps to properly terminate employment.
23. Demonstrates job safety.
24. Maintains post-school job placement or training.
25. Describes some factors affecting jobs (labor demand, wages, economy, resources, size of community, types of industry, etc.).

PRESCHOOL	PRIMARY (Grades K-3)	INTERMEDIATE (Grades 4-6)
C. Career Education: Work Skills	C. Career Education: Work Skills	C. Career Education: Work Skills
(Refer to: Career Education: Prevocational)	1. Keeps area neat and clean. 2. Follows directions. 3. Starts and stops activities upon instruction. 4. Asks for help when needed. 5. Uses simple tools in play and work tasks. 6. Exhibits problem-solving skills. 7. Attends to tasks.	1. Keeps area neat and clean. 2. Names function of tools and equipment. 3. Uses variety of tools in work, play and problem-solving. 4. Assembles variety of materials. 5. Works with minimal supervision.

JUNIOR HIGH (Grades 7-9)

C. Career Education: Work Skills

1. Initiates task.
2. Completes assigned tasks.
3. Conserves materials.
4. Analyzes own task performance and makes improvements.
5. Uses some power equipment.
6. Determines more than one solution to a task.
7. Accepts supervision.
8. Keeps work area neat and clean.

SECONDARY (Grades 10-12+)

C. Career Education: Work Skills

1. Demonstrates appropriate work behaviors such as: promptness, following directions, regular attendance, accepting authority, accepting responsibility, and getting along with coworkers.
2. Works at a competitive pace.
3. Accepts criticism of work.
4. Works without supervision.
5. Initiates new tasks.
6. Demonstrates appropriate hygiene and grooming habits for work.
7. Demonstrates employment search skills.
8. Dresses appropriately for job interviews and work situations.
9. Expresses knowledge of union functions, employment benefits, group insurance programs, workmen's compensation, and community service agencies.
10. Avoids interfering with fellow workers.
11. Exhibits sufficient stamina to hold a full-time job.
12. Follows supervisor's directions and completes tasks.
13. Completes assigned work tasks.
14. Conserves time and materials.
15. Uses break times appropriately.
16. Meets quality standards for job.
17. Drives or obtains transportation to [illegible] of work.
18. Uses and maintains equipment and tools for work experience or employment.

PRESCHOOL

D. Citizenship

1. Shows interest in people and items in the environment
2. Moves from being totally self-centered to realizing that others have rights and ownership
3. Begins to learns rules and respect for others; e.g., certain items belong to child, other items to all and some items to specific other persons.
4. Gains awareness of a world which expands beyond the immediate household.
5. Visits a variety of facilities such as fire stations, police stations, zoos, shopping areas to become aware of basic organization of services.
6. Listens to stories which relate to community and country (some historical perspectives)
7. Shows pride in household community and environment.

PRIMARY (Grades K-3)

D. Citizenship

1. Distinguishes between own belongings and belongings of others.
2. Locates own home in neighborhood.
3. Explains importance of rules, laws and cultural practices.
4. Follows rules within the home.
5. Names occupations in community (goods, services, industry): police, firefighter, garbage collectors, bus drivers, clerk, etc.
6. Respects the property of others.
7. Names major holidays and their reason (national, cultural, religious).
8. Respects cultural differences of others.
9. Groups people and events into various categories: workers, sports, government, cultures, etc.
10. Gathers information from pictures, magazines, television, newspapers and discussions.
11. Describes political subdivisions: city, state, nation.
12. Simulates decision-making about community problems.
13. Compares own community (neighborhood) with others.

INTERMEDIATE (Grades 4-6)

D. Citizenship

1. Names important companies and institutions within the community.
2. Locates community on state map: lists basic facts about cities, villages and towns.
3. States important holidays and dates.
4. Names some important people in national history and news.
5. States some basic facts about governments: democratic, other.
6. Names and uses sources of news.
7. Describes roles of workers, consumers and employers.
8. Describes effect of technology, resources and changing patterns on society.
9. Describes opportunities for self in own school and community (work, leisure, social activities, etc.).
10. Describes various cultures and groups within own community.
11. Describes basic services provided in community.
12. Compares peoples and cultures of other countries to U.S.: government, life styles, economics, values, resources, and problems.
13. States major historical events of U.S., Iowa and community.
14. Simulates decision making about national, state and local problems.
15. Names major historical events.

JUNIOR HIGH (Grades 7-9)

D. Citizenship/Economics

1. Names important positions within the community government.
2. States reasons for various kinds of laws.
3. States consequences of lawbreaking.
4. States basic functions of federal, state, and local governments and effect on economy.
5. Respects personal and public property.
6. States importance of not littering or polluting the environment and conserving natural resources.
7. Cites important current events in the community.
8. Cites national holidays and their significance.
9. States location of national and state capitols and cities and examples of business conducted there.
10. Explains why and how we vote.
11. States contribution of community workers in production and service occupations.
12. Cites examples of different cultures, attitudes and values within the American society.
13. States responsibilities of employers and employees.
14. Explains reasons for paying taxes.
15. Describes function of community leaders and groups.
16. States purposes of financial institutions.
17. States major historical persons and events.

SECONDARY (Grades 10-12+)

D. Citizenship/Economics, Government, History

1. Describes the purpose of the Constitution.
2. Describes basic functions of the three branches of the federal and state government.
3. Describes responsibilities for community citizenship.
4. Describes purposes of different kinds of taxes and laws.
5. Names citizen and taxpayer responsibilities.
6. Secures aid of police and other public safety agencies.
7. Exhibits understanding of rights of personal ownership.
8. Identifies and secures services needed from public service agencies such as: vocational rehabilitation, welfare, public health, and county mental health agencies.
9. Names responsibilities and procedures for elections and voting.
10. Describes own rights in the event of difficulty with legal authorities.
11. Simulates obtaining services of a lawyer, both privately and through Legal Aid.
12. Expresses advantages of participating as a community member.
13. Expresses consequences of breaking the law and one's rights in dealing with law enforcement agencies.
14. Names major components of services of local governments.
15. Names services offered through Social Security, Job Service of Iowa, etc.
16. Describes the selective service system and armed forces.

SECONDARY (Grades 10-12+)

D. Citizenship/Economics, Government, History (continued)

17. Lists jobs available in governmental agencies for which one is qualified.
18. Describes major historical places, events and persons.
19. Compares peoples and cultures of other countries to the U.S.
20. Describes effects of supply and demand on workers, business, industry, agriculture, etc.
21. States effects of technology on work, business, industry and own life style.

PRESCHOOL

E. Communication

1. Crying: differentiates in response to different stimuli.
2. Responds visually or with body movement to human voice.
3. Turns head toward auditory stimulus.
4. Vocalizes, e.g. babbles, coos, gurgles, etc.
5. Imitates gestures and sounds.
6. Shows observable responses to voice intonations and inflections.
7. Obeys 1-2 step commands.
8. Understands familiar words.
9. Attends to objects and sounds for extended periods of time.
10. Associates sounds or words with specific objects.
11. Makes sounds using initial vowels.
12. Makes sounds using initial consonants.
13. Combines consonant and vowel sounds.
14. Provide appropriate verbal responses to questions.
15. Asks questions.
16. Label pictures, shapes, body parts and objects.
17. Listen to stories.
18. Begins to use nouns, pronouns, adjectives and verbs in logical sequences.
19. Has vocabulary of several hundred words.
20. Understands that words are instruments for concepts, ideas, relationships.
21. Can relate events or activities in meaningful order.
22. Questions to obtain information.

PRIMARY (Grades K-3)

E. Communication

1. Initiates conversations.
2. Speaks loud enough to be heard.
3. Tells peers about own experiences.
4. Speaks in complete sentences with proper grammar.
5. Asks questions/gives answers.
6. Talks over the telephone in an understandable manner.
7. Follows three-step verbal instruction.
8. Identifies sounds in the community (horns, sirens, trains, airplanes, boats).
9. Discriminates rhyming sounds and words.
10. Points to the direction of sounds.
11. Produces letter sounds and spoken words.
12. Listens to short stories, poems, songs, etc.
13. States or shows personal needs and wants.
14. Identifies/or names familiar objects/persons and what they do.
15. Identifies own possessions.
16. Uses opposites in speech.
17. Uses affirmative and negative sentences.
18. Uses simple if-then deductions.
19. Tells simple stories, labels actions, sings songs, repeats rhymes, etc.

PRIMARY (Grades K-3)

E. Communication (continued)

20. Uses appropriate greetings and responses.
21. Establishes eye contact.
22. Uses appropriate communicationskills in school, home and community.
23. Discusses community and family workers and what they do.
24. Uses nouns, pronouns, adjectives and verbs in logical sequences.
25. Uses spatial relationship terms, e.g., up, over, under, next to, etc.

INTERMEDIATE (Grades 4-6)

E. Communication

1. Responds appropriately to directions.
2. Repeats a short verbal message.
3. Tells others about own experiences.
4. Makes introductions.
5. Asks questions and gives responses for directions and help.
6. Gives directions.
7. Uses telephone; takes and gives phone messages.
8. Initiates conversation; carries on a conversation.
9. Speaks in turn.
10. Participates in group discussions appropriately.
11. Identifies initial, final and medial sounds of spoken words.
12. Listens to poems, stories and conversations - gives main ideas.
13. Follows increasingly complex directions.
14. Identifies absurdities and draws conclusions.
15. Expresses thoughts and shares experiences with others.
16. Uses question form "why?"
17. Uses appropriate voice volume for specific occasions.
18. Uses grammatical structures in speech (articles-conjunctions).
19. Reports an emergency.
20. Retells a major part of a story.
21. Reads written words out loud.
22. Identifies jobs which require oral communication skills.

JUNIOR HIGH (Grades 7-9)

E. Communication

1. Listens courteously.
2. Carries out detailed spoken instructions.
3. Retells a story.
4. Makes telephone calls with or without an operator.
5. Describes simple procedures for a meeting.
6. Attends to oral presentation.
7. Judges a speech or oral report for facts or opinions.
8. Demonstrates proper telephone etiquette.
9. Speaks orally in front of group.
10. Speaks with complex sentences.
11. Gives three-part directions.
12. Uses acceptable grammar in speaking.
13. Uses communication skills in seeking information about jobs.

SECONDARY (Grades 10-12+)

E. Communication

1. Listens courteously.
2. Speaks pleasantly and courteously.
3. Modulates voice to appropriate levels for the situation.
4. Uses appropriate vocational vocabulary.
5. Participates in group discussion.
6. Carries on acceptable social conversation.
7. Describes a procedure and gives directions.
8. Follows verbal directions.
9. Describes an event/story/occupation.
10. Asks for directions/information.
11. Demonstrates proper use of telephone and telephone etiquette.
12. Tells about personal experiences.
13. Describes different emotions of a speaker.
14. Relates oral communication skills to career choices.
15. Uses communication skills in job interviews.

PRESCHOOL

F. Family Living

1. Discriminates by visual and auditory methods to locate immediate family.
2. Learns there are toys and there are other items which are not to be touched.
3. Becomes familiar with family routines and need to conform to those.
4. Shows observable response (such as stopping activity to variation of voice intonation and inflection; e.g. "no-no" "oh-oh").
5. Makes needs known to caregivers.
6. Gives up items that belong to others with little resistance.
7. Knows function of various household items, e.g. what is a "key" for? "What do you do with a cup?"
8. Handles breakable items carefully.
9. Points out family members in photographs.
10. Knows name of father, mother and siblings.
11. Acquires healthy ways of expressing happiness and sadness within the family structure.

PRIMARY (Grades K-3)

F. Family Living

1. Follows family rules.
2. Runs errands.
3. Names family members and their position.
4. Explains that a family is a unit.
5. Names and uses various furnishings in the home.
6. Recognizes relatives: grandparents, aunts, uncles, etc.
7. Assumes some responsibilities for own duties at home.
8. Respects belongings and feelings of others.

INTERMEDIATE (Grades 4-6)

F. Family Living

1. Describes responsibilities of individual family members and relatives.
2. Describes the function of a family in society.
3. Acts cooperatively in family activities.
4. Respects belongings and feelings of other family members.
5. Describes basic types of homes.
6. Explains importance of budgets and planning in home.
7. Makes simple meals.
8. States some effects of work on life style.
9. Accepts responsibility for tasks.

JUNIOR HIGH (Grades 7-9)

F. Family Living

1. Describes family member roles and responsibilities.
2. Shares in family responsibilities.
3. Protects small children.
4. Takes simple phone messages for family members.
5. Demonstrates understanding of own position and contribution in the family and community.
6. Describes own values in comparing good and poor family relationships.
7. Describes changes which occur as family members grow older, work, attend school, etc.

SECONDARY (Grades 10-12+)

F. Family Living

1. Describes the importance of self-reliance and not being overly dependent on others.
2. Describes basic responsibilities of married individuals toward their spouses.
3. Describes the adjustment process in marriage.
4. Names methods to plan or control family size.
5. Describes good parenting practices.
6. Demonstrates child care.
7. Recognizes and names childhood illnesses.
8. Describes children's psychological needs for love, acceptance and support.
9. Names behaviors which constitute child abuse and spouse abuse.
10. Describes conditions which affect family life, e.g., drug abuse, wages, cooperation, alcoholism, etc.
11. Considers marriage and family in choosing career goals.
12. Describes community services which relate to marriage and family.

PRESCHOOL

G. Health

1. Opens mouth in anticipation of bottle or breast.
2. Sucks liquids or food from bottle or spoon.
3. Mouths fingers and toys.
4. Uses fingers to place food in mouth.
5. Learns to properly use feeding utensils.
6. Becomes aware of own body parts.
7. Enjoys bath and comfort associated with cleanliness.
8. Classifies objects by function: comb, wash cloth, soap, etc.
9. Tolerates a variety of flavors and textures of food.
10. Becomes aware that some foods are better for them nutritionally.
11. Dries hands and other body parts.
12. Blows and wipes nose.
13. Removes own clothing.
14. Gains independent toileting skills.
15. Wipes self after toileting.
16. Washes hands and other body parts.
17. Independently brushes teeth.
18. Dresses self.
19. Indicates when sick, hurt, injured or in discomfort.

PRIMARY (Grades K-3)

G. Health

1. Practices good grooming and health habits.
2. States reasons for cleanliness.
3. Names personal hygiene products.
4. Names personal hygiene activities.
5. Select appropriate clothing for conditions.
6. States simple rules and courtesies for preventing spread of disease.
7. Verbalizes need for adequate diet, rest and exercise.
8. Describes simple body ailments.
9. States own body parts.
10. Is independent in toileting and self-care.
11. Bathes/washes self.
12. Recognizes and avoids dangerous situations/objects.
13. Uses objects safely.
14. Names workers who help others to be healthy.
15. Practices good posture.
16. Seeks aid when ill or injured.

INTERMEDIATE (Grades 4-6)

G. Health

1. Practices good grooming and health habits.
2. Demonstrates routine of rest and exercise.
3. Demonstrates good eating routine.
4. Uses good posture when walking, standing and sitting.
5. Recognizes common communicable diseases.
6. Names who to go to when ill or injured.
7. Verbalizes the importance of medical and dental checkups.
8. States the effects of poor nutrition on own body.
9. Describes some problems with drugs, tobacco and alcohol use.
10. States functions and care of various parts of the body.
11. States effect of work on health.
12. Dresses self appropriately for weather conditions.
13. Describes health services available in community.
14. Describes basic first aid.

JUNIOR HIGH (Grades 7-9)

G. Health

1. States the purpose of health and medical insurance.
2. States the relationship between good health practices and appearance.
3. Orders well-balanced meals in restaurant.
4. Names and contacts health care professionals.
5. Describes body structure and functions.
6. Demonstrates good posture.
7. Is physically fit to meet daily requirements.
8. Exhibits basic first aid practices.
9. Describes communicable diseases and their prevention.
10. Lists dangers of substance abuse.
11. Uses personal hygiene products and performs personal hygiene activities.
12. Describes physical and mental requirements and effects of work.
13. Describes changes which occur as people and animals grow and mature.
14. Describes community facilities and services available for health maintenance.
15. Describes jobs in the health care field.

SECONDARY (10-12+)

G. Health

1. Verbalizes the need for adequate diet and sleep.
2. Describes the consequences of substance abuse.
3. Wears adequate and appropriate clothing for the weather.
4. Describes dangers of self medication.
5. Describes the need for regular health checkups.
6. Describes the need for regular dental checkups.
7. Demonstrates good dental care.
8. Obtains assistance for health related problems.
9. Demonstrates personal cleanliness and health practices.
10. Maintains clean eating and food preparation areas.
11. Describes the hazards of some working conditions.
12. Exercises regularly.
13. Describes communicable diseases and preventions.
14. Describes methods of birth control/prenatal care.
15. Relates abilities and interests in health care to career goals.
16. Is physically fit and healthy for career exploration and preparation activities.
17. Demonstrates first-aid practices.
18. Describes biology of the human body.

PRESCHOOL

H. Home Management

1. Recognizes familiar surroundings.
2. Discriminates between familiar and unfamiliar persons and objects in environment.
3. Associates specific rooms with certain activities.
4. Recognizes and cares for own possessions.
5. Shares.
6. Recognizes that individuals have responsibilities to themselves and to others.
7. Knows where familiar objects are stored.
8. Follows directions to put objects away and clean area.

PRIMARY (Grades K-3)

H. Home Management

1. Picks up own toys and clothes.
2. Identifies tasks accomplished at home by different family members.
3. Identifies members of family.
4. Describes rooms of house and how they are used.
5. States roles of family members at home and work.
6. States importance of working to maintain a home and yard..
7. Names who builds, repairs or maintains buildings.

INTERMEDIATE (Grades 4-6)

H. Home Management

1. Describes how food is stored.
2. Describes ways to care for the home and yard.
3. Uses common household tools and utensils.
4. Safely operates several home appliances.
5. Prepares simple meals.
6. Cares for clothing and property.
7. States community services related to home management, e.g., sanitation, utilities, agencies, etc.

JUNIOR HIGH (Grades 7-9)

H. Home Management

1. Operates home appliances safely.
2. Uses basic hand tools at home/school.
3. Cleans rooms and performs other home maintenance tasks: dusts, vacuums, washes, mops, disinfects, etc.
4. Follows recipes and prepares simple meals for self and others.
5. States advantages of quantity/quality buying.
6. Describes some costs in maintaining a home.
7. Conserves natural resources, e.g. heat, electricity, etc..
8. States precautions to protect home from weather.
9. Mends clothing.
10. Launders, irons and stores clothing.
11. Maintains home exterior, interior and yard.
12. Stores food properly.
13. Relates common housekeeping activities to various occupations.

SECONDARY (Grades 10-12+)

H. Home Management

1. Demonstrates appropriate cleaning procedures.
2. Uses home and laundromat laundry facilities.
3. Maintains clean and orderly working/living area.
4. Operates most home appliances.
5. Prepares and serves simple meals for others.
6. Shops for groceries.
7. Plans balanced family meals.
8. Stores food to prevent spoilage.
9. Explains need to purchase different food types.
10. Describes responsibilities as a good neighbor.
11. Describes differences between necessary and luxury purchases for the home.
12. Selects appropriate and affordable housing.
13. States how to secure housing.
14. Explains the purpose and content of leases, rental agreements, mortgages, credit agreements and household insurance.
15. Describes tenant and landlord responsibilities.
16. Describes advantages of home ownership and renting.

SECONDARY (Grades 10-12+)

H. Home Management (continued)

17. Verbalizes prerequisites for home ownership.
18. Describes or simulates timely payment of rent, utility bills, time payments, etc.
19. Makes minor repairs to building structure and plumbing, electrical and heating systems.
20. Makes minor repairs and services family vehicle.
21. Maintains home interior, exterior, and yard.
22. Verbalizes methods for economical use of energy.
23. Keeps basic financial records.
24. Considers own interest and abilities in career goals related to home management.

PRESCHOOL

I. Leisure Skills

1. Attends to brightly colored or shiny objects (range and length of time will increase with age)
2. Reaches for objects
3. Uses a specific action to cause another action (e.g. Swing at mobile to make it move.)
4. Looks for items which are dropped or removed from view.
5. Spends increasing amounts of time exploring and manipulating objects)
6. Plays appropriately with toys after demonstrations (should not supercede creative use of toy materials, however)
7. Indicates desire to explore environment and manipulates moveable objects in environment, etc., light switches, radio knobs, T.V. knobs, etc.
8. Extends attention span through listening to stories doing artwork, manipulating materials, listening to records, watching T.V., etc.
9. Demonstrates remembrance of where familiar objects belong.
10. Plays well alone or in groups.

PRIMARY (Grades K-3)

I. Leisure Skills

1. Plays with recreational equipment and toys.
2. Names activities done during leisure time.
3. Chooses television programs.
4. Plays individually.
5. Plays cooperatively.
6. Moves body in response to musical rhythm or beat.
7. Selects and plays record, tape or computer game independently.
8. Uses art materials.
9. Participates in imaginative activities.
10. Defines leisure time and describes activities of own interest for leisure time.

INTERMEDIATE (Grades 4-6)

I. Leisure Skills

1. Participate in simple individual and team games or activities.
2. Displays age-appropriate games and activities.
3. Names favorite television shows.
4. Demonstrates sportmanship when playing games.
5. Demonstrates different types of arts and crafts skills.
6. Describes recreational activities available in the community.
7. Reads and discusses newspaper/magazine articles.
8. Relates interests and hobbies to various types of jobs and work settings.
9. Independently uses computer games.
10. Ues reading and math in leisure activities.

JUNIOR HIGH (Grades 7-9)

I. Leisure Skills

1. Reads television schedules.
2. Participates in sports activities voluntarily; demonstrates sportsmanship.
3. Plays age-appropriate games.
4. Demonstrates understanding of spectator sports.
5. States purposes for having hobbies.
6. Locates and uses community recreation facilities.
7. Develops individual leisure activities.
8. States some personal rewards for leisure activities.
9. Describes community jobs related to leisure interests.

SECONDARY (Grades 10-12+)

I. Leisure Skills

1. Participates in hobbies or free time activities such as woodworking, playing music, sewing, gardening, etc.
2. Performs adequately in lifelong leisure activities such as bowling, card playing, swimming, table games, fishing, etc.
3. Participates successfully in group leisure activities.
4. Demonstrates sportsmanship and fair play in leisure activities.
5. Names public and private resources for recreational activities.
6. Expresses the need to use leisure time wisely and economically.
7. Demonstrates courtesies used when entertaining others.
8. Plans and prepares for leisure activities such as: a picnic, a party, company for dinner, etc.
9. Uses community recreation facilities.
10. Plans a vacation.
11. Demonstrates appropriate manners at public functions.

SECONDARY (Grades 10-12+)

I. Leisure Skills (continued)

12. Reads TV and radio schedules.
13. Finds entertainment opportunities in the newspaper.
14. Considers leisure time in selecting career goals.
15. Relates leisure interests and abilities to various occupations.

PRESCHOOL

J. Math Skills - Computations

1. Attend to a single object.
2. Look for objects which are out of sight.
3. Experiments with objects: reaching, dropping, hiding, etc.
4. Awareness of same and different.
5. Recognize multiplicity.
6. Awareness of concepts: gone, other, more, large, small, where, etc.
7. Recognizes like and unlike groups.
8. Rote counts.
9. Matches groups of equal numbers.
10. Provides specified number of objects on command.
11. Finds groups with more or less or same.
12. Matches numerals 1-25.
13. Verbalizes names of numerals 1-25.
14. Identifies numerals that come before, after or in between.
15. Comprehends simple addition concepts.
16. Comprehends simple subtraction concepts.

PRIMARY (Grades K-3)

J. Math Skills - Computations

1. Uses words denoting size relationship: big, little, tall, short, etc.
2. Uses words denoting amount (quantity).
3. Uses words denoting spatial position.
4. Identifies numerals 0-20.
5. Demonstrates understanding of object/symbol relationships of numbers; Matches numeral to objects.
6. Uses words denoting two and three dimensional shapes.
7. Rote counts to 100.
8. Writes numerals 0-100.
9. Verbalizes ordinal numbers.
10. Adds without regrouping-simple one/two digit numbers.
11. Subtracts without regrouping-simple one/two digit numbers.
12. Uses the concept of 10s.
13. Sequences numbers.
14. Recognizes like and unlike groups.
15. Classifies, matches and sorts objects.
16. Names workers who use math in jobs.
17. Names basic geometric shapes.
18. Counts by 1s, 2s, 5s, and 10s.

INTERMEDIATE (Grades 4-6)

J. Math Skills - Computation

1. Counts by 1's, 2's, 5's, 10's, to 100.
2. Uses place value of 1, 10, 100 and 1000.
3. Uses arithmetic vocabulary such as total, less, add, subtract, plus, multiply, times.
4. Identfies 1/2, 1/3, 1/4.
5. Names basic geometric shapes.
6. Uses arithmetic signs (+, -, x, ÷, $\sqrt{}$, =).
7. Counts and writes numbers from 1 to 999 in order (words and numerals).
8. Identifies even and odd numbers.
9. Adds and subtracts with regrouping (borrowing/carrying).
10. Computes simple word problems.
11. Uses arithmetic to score a game.
12. Uses arithmetic to solve problems in the environment.
13. Multiplies and divides whole numbers.
14. Adds and subtracts fractions and decimals.
15. Describes the type of math done by various workers.
16. Uses calculator.
17. Uses computer math programs.

JUNIOR HIGH (Grades 7-9)

J. Math Skills - Computations

1. Names numbers up to 1,000,000.
2. Adds, subtracts, multiplies and divides whole numbers.
3. Uses arithmetic vocabulary (sum, total, minus, plus, rate, ratio, percent and interest).
4. Reads and writes quantity words (such as quart, mile, etc.)
5. Uses computation skills in other academic and daily activities.
6. Uses simple fractions.
7. Relates math abilities and interests to career interests.
8. Uses computer programs.
9. Uses calculator.
10. Uses diagrams, sketches, or blueprints.

SECONDARY (Grades 10-12+)

J. Math Skills - Computations

1. Uses math vocabulary: sum, total, add, subtract, less, more, quantity, minus, plus, multiply and divide.
2. Adds, subtracts, multiplies and divides whole numbers.
3. Uses multiplication charts.
4. Uses calculator to make computations for addition, subtraction, multiplication, division and percentages.
5. Names number places up to one million.
6. Names and uses fractional quantities: 1/2, 1/3, 1/4, 1/5, 1/8, 1/16, etc.
7. Rounds off to whole numbers.
8. Computes percentages and decimals.
9. Computes areas of squares and rectangles.
10. Applies math skills in daily activities.
11. Uses math skills and interests in making career goals.
12. Uses calculator.
13. Uses computer programs.
14. Uses diagrams or blueprints.

PRESCHOOL

K. Measurement

1. Becomes familiar with concepts related to feeding; full, empty, big, little, etc.
2. Manipulates liquids and materials such as sand with pouring toys.
3. Place pegs or shapes into appropriate form boards or containers.
4. Assemble graduated rings and cylinders.
5. Match objects with similar characteristics such as short, long, small. large, empty, light, heavy, hot, cold.

PRIMARY (Grades K-3)

K. Measurement

1. Uses appropriate words such as long, short, big, little, close and far.
2. Uses terms such as all, none, some, more and almost.
3. Identifies inch, foot, and yard.
4. Names uses of a scale.
5. Identifies cup, pint, quart, and gallon.
6. States how many in a dozen.
7. Explains meaning of a block and a mile.
8. Reads a weather thermometer.
9. Names circle, square, rectangle, and triangle.
10. Identifies tools used in measuring: ruler, scale, calendar, yardstick, clock, thermometer.
11. Names workers who use measurements in their jobs.
12. Names measuring activities used in the home and school.

INTERMEDIATE (Grades 4-6)

K. Measurement

1. Uses one foot ruler and yard stick.
2. Measures distance, weight, height.
3. Uses measurement of cup, teaspoon, pint, quart, gallon, dozen, foot, yard, etc.
4. Reads scales and thermometer.
5. Verbalizes meaning of area, diameter and perimeter.
6. States own height and weight.
7. Identifies fractions.
8. Describes measurements used in various careers.

JUNIOR HIGH (Grades 7-9)

K. Measurement

1. Measures and computes distance.
2. Measures quantity by quart, pint, gallon.
3. Reads mileage on road map.
4. Identifies and uses fractional parts: 1/2, 1/4, 1/3, 1/5, and 1/8.
5. Measures accurately with ruler, scale and thermometer.
6. Converts from small to large.
7. Estimates size and distance.
8. Compares quantity to price when shopping.
9. Reads clothing size tags and knows own size.
10. Describes measurement activities used in daily living.
11. Relates different forms of measurement to various occupations and careers.

SECONDARY (Grades 10-12+)

K. Measurement

1. Makes and reads linear measurements involving fractions of inches.
2. Reads a metric ruler, thermometer and other measures.
3. Reads road maps and calculates mileage.
4. Demonstrates understanding of three dimensional measurement.
5. Makes measurements and calculates quantities, sizes, lengths, etc., including: gallons, quarts, pints, cups, ounces, pounds, etc.
6. States clothing sizes.
7. Describes the differences in time zones.
8. Figures time-distance-speed problems.
9. Considers own abilities and interest in measurement when setting career goals.
10. Calculates miles to the gallon.

PRESCHOOL

L. Money

1. Accompanies caregivers while shopping.
2. Becomes aware that an exchange or commitment is required for acquiring goods.
3. Develop initial knowledge of object function.
4. Match coins by sameness.
5. Respond to directions which indicate recognition of specific coins.
6. Names commonly used coins.
7. Has opportunities to exchange coins for goods with supervision both in play and real situations.

PRIMARY (Grades K-3)

L. Money

1. Indicates understanding that money buys things.
2. Tells the values of coins and bills.
3. Reads dollar sign ($) and cent sign (¢).
4. Exchanges five pennies for a nickle, two nickles for a dime, two quarters for a half dollar and four quarters for a dollar.
5. Indicates that a worker receives money for working.
6. States the types of workers that produce food, homes, clothing, etc., for payment.
7. Indicates difference between consumers and producers of objects.
8. States workers who work with money in jobs, e.g., bankers, merchants, etc.
9. Explains purpose of a bank.

INTERMEDIATE (Grades 4-6)

L. Money

1. Counts combination of coins and bills.
2. Reads and explains ¢, ¢, and $.
3. Accurately exchanges five pennies for a nickel, two nickels for a dime, two dimes and one nickel for a quarter, two quarters for a half dollar, four quarters for a dollar, two half dollars for a dollar, two quarters and one half dollar for a dollar.
4. Makes change for up to ten dollars.
5. Explains services of a bank.
6. Uses money to make purchases.
7. Practices budgeting allowance or earnings.
8. Compares prices when shopping.
9. Estimates cost of items.
10. Explains how employees earn a wage.
11. Describes effect of wages on one's life style.
12. Finds item prices in catalogs.
13. Compares jobs that involve handling of money.

JUNIOR HIGH (Grades 7-9)

L. Money

1. Makes savings account deposits and withdrawals.
2. Makes purchases by dozen, carton, case, bulk, per foot, etc.
3. Explains purpose of a budget.
4. Makes change for up to $50.00.
5. States services available at banks and other financial agencies.
6. Computes sales tax.
7. Budgets small earnings.
8. Correctly uses coin operated equipment.
9. Compares prices when shopping.
10. States the meaning of a trade-in.
11. Refuses to purchase unwanted merchandise.
12. Writes number words.
13. States credit buying procedures and precautions.
14. Describes differences between necessary purchases and luxuries.
15. Compares desired life style to various skills, occupations, and wages.
16. Estimates a family budget.
17. Figures costs involved in ownership of articles.
18. States number of ways money is earned or lost; e.g., interest, investments, jobs, gambling, etc.
19. States responsibilities of workers and family members who handle money.

SECONDARY (Grades 10-12+)

L. Money

1. Names and distinguishes coins and bills accurately.
2. Makes computations with money.
3. Makes change accurately for up to $100.
4. Uses money or check to make purchases.
5. Makes bank deposits and withdrawals.
6. Writes checks accurately.
7. Maintains balanced checkbook.
8. Describes hidden costs such as installation fees, delivery charges, etc.
9. Describes the meaning of interest, principle, installments, service charges and late penalties.
10. Explains the meanings of discounts, sales, special offers and special purchases.
11. Designs a budget and sets spending priorities.
12. Compares prices when shopping.
13. Computes own wages.
14. Fills out forms to report income tax.
15. Describes procedures for use of credit.
16. Describes consequences of credit abuse.
17. Computes interest in finance charges.
18. Uses travelers checks and money orders.

SECONDARY (Grades 10-12+)

L. Money (continued)

19. Computes cost of transportation by auto, bus and other means.
20. Evaluates the content of advertising.
21. Describes jobs involving handling of money.
22. Relates job wages and benefits to desired life style and career goals.
23. Demonstrates shopping through catalogs.

PRESCHOOL

M. Music

1. Discriminates among sounds in environment, e.g., may startle to loud sounds, be soothed by soft sounds.
2. Turns head toward sounds; e.g., door closing, bell ringing, etc.
3. Enjoys soft singing or humming of caregiver.
4. Learns that noise can be made b hitting, squeezing or pulling objects.
5. Indicates pleasure or displeasure based on association with certain sounds.
6. Stamps feet, claps hands or sways body in response to music.
7. Experiments with different musical instruments e.g., drum, tambourine, rhythm sticks, etc.
8. Enjoys singing and acting out simple repetitious songs.

PRIMARY (Grades K-3)

M. Music

1. Performs gross motor movements to music.
2. Listens to variety of songs and types of music.
3. Follows rhythm and tempo of music.
4. Follows directions in starting and stopping to music.
5. Plays simple musical instruments by self and with group.
6. Plays musical games by self and with others.
7. Distinguishes sounds of common musical instruments.
8. Expresses feelings through musical instruments or songs.
9. Dramatizes or acts out songs.
10. Associates seasonal songs with holidays.
11. Sings simple songs by self or with others.
12. Identifies workers who use or play music in jobs, e.g., musicians, music store salesperson, disk jockey, etc.

INTERMEDIATE (Grades 4-6)

M. Music

1. Performs gross and fine motor movements to music.
2. Expresses preferences for types of music.
3. Indicates beat and tempo of music.
4. Uses music in leisure time activities.
5. Plays variety of simple musical instruments by self and with others.
6. Sings songs and dances to music.
7. States occupations associated with music, musical instruments and musicians.
8. Operates equipment which plays music.
9. Participates (if desired) in school choral group or band.

JUNIOR HIGH (Grades 7-9)

M. Music

1. Expresses appreciation for variety of musical forms.
2. Recognizes music from other nations and cultures.
3. Identifies community resources which include music for leisure time activities or jobs.
4. Participates (if desired) in school activities such as choral groups, band, etc.

SECONDARY (Grades 10-12+)

M. Music

1. Expresses appreciation for variety of music.
2. Describes effect of music on feelings; expresses feelings through music.
3. Dances with others as leisure time activity.
4. Uses community resources for enjoyment of music.
5. States occupations related to music industry; relates interest and ability to career goals.
6. Participates (if desired) in school activities such as band, choral groups, pep club.
7. Uses music in leisure time activity.

PRESCHOOL

N. Personal Living Skills

1. Learns to convey discomfort of having wet or soiled diapers to adults.
2. Is totally self-centered.
3. Gains concepts that there are acceptable and unacceptable behaviors relating to many objects and activities in immediate environment.
4. Becomes familiar with a variety of beverages, foods, textures and temperatures and indicates preferences.
5. Learns feelings associated with elimination of body wastes and becomes toilet trained.
6. Can feed self with minimum of help.
7. Removes clothing.
8. Follows directions such as "Put away your toys," "Wash your face," etc.
9. Can independently dress self if clothing and fasteners are not too difficult to manipulate.
10. Should be given lots of chances to make choices when there are indeed choices to be made: e.g. "Which shirt do you want to wear?" "Do you want celery or carrots for lunch?"
11. Engages in parallel play.

PRIMARY (Grades K-3)

N. Personal Living Skills

1. Dresses self.
2. States home address, phone number and birthdate.
3. Exhibits personal preferences in food, clothes and friends.
4. States when a task is completed.
5. Verbalizes emotions and feelings.
6. Demonstrates a feeling of self-worth.
7. Makes decisions about play and other activities.
8. States some consequences for own behaviors.
9. Independently performs self-help skills.
10. States differences in life styles.
11. States different kinds of behavior for various situations.
12. Solves some of one's problems in daily living.
13. Plays successfully by oneself.
14. Identifies own sex.

INTERMEDIATE (Grades 4-6)

N. Personal Living Skills

1. Distinguishes between satisfactory and unsatisfactory behaviors and expressions of emotion.
2. Accepts criticism and praise from adults and peers.
3. Follows rules and laws.
4. Describes own emotions, likes, dislikes, needs, interests, etc.
5. Practices punctuality and common courtesies.
6. Organizes play and other activities.
7. Uses abilities and interests to meet own goals.
8. Describes own physical and mental abilities, ways of learning, etc.
9. Describes own personal values and goals.
10. Makes decisions and anticipates consequences of actions.
11. Uses correct terms for male and female.

JUNIOR HIGH (Grades 7-9)

N. Personal Living Skills

1. Demonstrates appropriate situational manners.
2. Makes introductions.
3. Maintains clean appearance and grooming.
4. Behaves honestly.
5. States own clothing sizes.
6. Selects appropriate apparel for situation.
7. Describes feelings, interests, abilities, emotions, etc.
8. Describes differences between needs and wants.
9. Demonstrates feelings of self-worth.
10. Organizes own tasks for completion.
11. Interacts with variety of peer groups for work, recreation and school activities.
12. Expresses personal goals.
13. Makes personal decisions and states some consequences.
14. Describes own characteristics, skills and values needed for meeting career and vocational goals.
15. Accepts traditional and nontraditional roles for own sex.

SECONDARY (Grades 10-12+)

N. Personal Living Skills

1. Behaves honestly.
2. Demonstrates good grooming and hygiene skills.
3. Practices everyday courtesies.
4. Selects, purchases and maintains own clothes and possessions.
5. Cares for personal possessions.
6. Names interests and abilities.
7. Names personal needs and wants.
8. Maintains neat work area.
9. Names personal strengths and weaknesses related to school and future jobs.
10. Lists realistic personal goals and ways to reach goals.
11. Listens to and profits from criticism from adults and peers.
12. Evaluates oneself.
13. Accepts praise from adults and peers.
14. Describes own personal values.
15. Makes positive self-confident statements about oneself.
16. Describes own emotions and those of others.
17. Protects property of others.

SECONDARY (Grades 10-12+)

N. Personal Living Skills (continued)

18. Tolerates behavior by others.
19. Takes responsibility for tasks.
20. Follows through on personal commitments.
21. Lists important effects of maintaining a positive attitude.
22. Looks for alternatives in problem solving.
23. Anticipates consequences.
24. Recognizes and names satisfactory and unsatisfactory task behaviors.
25. Demonstrates systematic steps in decision making and problem solving.
26. Selects and names an advocate or helper to assist in dealing with complicated business and legal matters.
27. Acts assertively when needed.
28. Describes benefits of seeking counseling (if needed).
29. Interacts with a variety of people.

PRESCHOOL

0. Physical Education

1. Controls body from central trunk and develops toward outer extremities. (child moves from gross to fine motor control)
2. Develops eye-hand coordination
3. Becomes aware of body parts and their function.
4. Spends a great deal of time getting the body to do what the child wants; e.g., grasping, crawling, walking, jumping
5. Identifies basic body parts.
6. Participates in gross motor activities.

PRIMARY (Grades K-3)

0. Physical Education

1. Identifies own body parts.
2. Uses gross locomotor skills in daily activities.
3. Moves safely within own environment.
4. Performs gymnastic activities such as jumping, running, hopping, skipping, rolling, etc.
5. Plays simple games involving variety of objects, e.g. balls, hoops, bean bags, ropes, etc.
6. Follows directions in movement activities.
7. Exhibits balance, agility, flexibility, coordination, strength, endurance, and general physical fitness.
8. Participates in physical education activities by self and with others.
9. Names workers that use physical education skills and require physical fitness.
10. Uses fine and gross motor skills in daily problem-solving.
11. Describes function of basic body parts.

INTERMEDIATE (Grades 4-6)

0. Physical Education

1. Identifies functions of body parts and reasons for being physically fit.
2. Uses motor skills in problem solving.
3. Follows rules of safety and sportsmanship in variety of organized games; recognizes terms used in games/activities.
4. Performs gymnastic activities such as jumping, running, rolling, etc., in more complex combinations.
5. Uses physical education activities in leisure time, e.g. riding bicycle, tennis, swimming, bowling, baseball, football, etc.
6. States community resources available for developing physical fitness, sports, recreation, etc.
7. Describes own abilities and interests in physical fitness and recreation.
8. Describes variety of careers related to physical fitness and recreation.

JUNIOR HIGH (Grades 7-9)

0. Physical Education

1. Relates physical education to health, nutrition, weight, etc.
2. Follows rules and movement of variety of individual and group games/sports.
3. Expresses interest in physical activities and own preferences.
4. Participates in school athletic activities (if desired) such as cheerleading, team sports, etc.
5. Uses community resources for leisure time physical activities.
6. Relates physical abilities and interests to jobs and careers.

SECONDARY (Grades 10-12+)

0. Physical Education

1. Uses physical abilities and interests in considering career goals.
2. Participates in variety of individual and team sports and leisure activities.
3. Uses community resources for leisure time physical activities and spectator sports.
4. Participates in school athletic activities (if desired) such as cheerleading, intermural or competitive sports, etc.

PRESCHOOL

P. Reading

1. Shows interest in image of self in mirror.
2. Looks at or reaches for a dropped object at the point of disappearance of that object.
3. Visually tracks objects.
4. Looks at appealing pictures in books while adult points and explains.
5. Associates certain spoken words with specific items, e.g. bottle, blanket, arm, or activities, e.g. go, sleep,etc.
6. Follows simple directions.
7. Places basic shapes into formboard correctly. Forms with knobs may be used.
8. Matches colors (simple discrimination).
9. Finds colors.
10. Names colors.
11. Completes simple puzzles.
12. Matches shapes.
13. Finds shapes.
14. Names shapes.
15. Copies patterns in left to right sequence.
16. Awareness that printed words symbolize or interpret meaning.
17. Identifies and verbalizes name.
18. Matches lower case letters.
19. Finds lower case letters.
20. Names lower case letters.
21. Matches upper case letters.
22. Finds upper case letters.
23. Names upper case letters.
24. Recognizes sight words.

PRIMARY (Grades K-3)

P. Reading

1. Sight reads common words: stop, men, women, danger, poison and other Dolch and safety words.
2. Reads letters of alphabet.
3. Verbalizes consonant sounds and consonant blends.
4. Verbalizes vowel sounds.
5. Combines vowel and consonant sounds to make beginning and ending sounds of words.
6. Uses detail to sequence pictures and stories.
7. Categorizes: colors, objects, symbols, function, etc.
8. Reads familiar words (such as names, common products, school, etc.).
9. Reads simple directions (such as underline, circle, draw).
10. States cause and effect.
11. Reads phrases and sentences.
12. Identifies opposites/ similarities.
13. Uses spatial concepts.
14. Uses library/computer terminals for information and leisure.
15. Generalizes reading from school to home and community.
16. Remembers details, main idea and sequences from reading materials.
17. Predicts outcomes and draws conclusions.
18. Names workers in community who use reading in jobs.
19. Follows three to four step directions.

INTERMEDIATE (Grades 4-6)

P. Reading

1. Uses word attack skills to read new words (blends, diphthongs, diagraphs, etc.).
2. Sight reads Dolch word list or equivalent.
3. Uses prefixes, suffixes and root words.
4. Uses context clues to understanding reading.
5. Reads without omitting, substituting, distorting or adding words.
6. Reads cursive manuscript.
7. Attends to punctuation when reading.
8. Comprehends content of sentences, paragraphs, stories, poems, plays, etc.
9. Alphabetizes words.
10. Reads signs, labels and instructions.
11. Identifies and reads portions of the newspaper.
12. Uses dictionary and telephone directory.
13. Uses the library/computers for information and leisure.
14. Reads for leisure (fiction, nonfiction, news, world of work, etc.) and information.
15. Has personal interests.
16. Distinguishes between fact and opinion.
17. Reads common abbreviations/ constractions.
18. States the importance of reading in a variety of occupations.
19. Identifies jobs in the printed communications industry.

JUNIOR HIGH (Grades 7-9)

P. Reading

1. Uses reference materials (dictionary, atlas, encyclopedia, etc.).
2. Reads to get information and meet needs.
3. Locates information in newspaper.
4. Verbalizes interest in reading for pleasure and reads books for personal interest.
5. Uses word attack skills to decode words.
6. Comprehends reading materials.
7. Finds items in alphabetized list such as phone book and dictionary.
8. Reads for safety and direction.
9. Reads vocational sight words.
10. Reads menus.
11. Reads words on essential vocabulary lists.
12. Follows written directions.
13. Has developed functional ways to cope with reading problems.
14. Reads common application forms.
15. Reads about a variety of occupations.
16. Identifies own interests in reading material.
17. Uses library.
18. Operates computer programs.

SECONDARY (Grades 10-12+)

P. Reading

1. Uses word attack skills or cues to decode unknown words.
2. Reads and demonstrates understanding of survival words.
3. Reads and demonstrates understanding of traffic signs and directions.
4. Locates words in dictionary and finds word meanings.
5. Locates names, addresses and numbers in telephone directories.
6. Locates information in newspapers, magazines, brochures, etc.
7. Reads simple food preparation instructions.
8. Reads and follows simple assembly instructions.
9. Reads essential words on over-the-counter medications/products.
10. Uses tables of contents and indexes of books to find information.
11. Uses library effectively for informational and leisure reading.
12. Reads and demonstrates understanding of information pertaining to bills and statements.
13. Reads essential information on employment insurance, social security and human service forms.
14. Names communication industries and resources in regional and local community.
15. Reads for leisure.

PRESCHOOL

Q. Safety

1. Exhibits front protective extension.
2. Use protective extension to the right and left sides while sitting.
3. Learn concepts of "no, stop, hot," etc.
4. Use protective extension to the rear.
5. Develops mobility.
6. Attains certain level of supervised independence.
7. Recognizes specified boundaries such as yard, street, block, etc.
8. Resists exploring dangerous objects or situations.
9. Reports to others perceived dangerous objects and situations.
10. Follows safety rules, e.g., crossing streets, on stairs, near water, in vehicles, etc.
11. Knows home telephone number, address, own first and last name and parents' names.

PRIMARY (Grades K-3)

Q. Safety

1. Follows school emergency procedures and safety rules.
2. Demonstrates caution near strange animals and people.
3. Explains reason for not accepting gifts or rides from strangers.
4. Avoids dangerous objects or situations (broken glass, spills, etc.).
5. Is careful with pointed objects, hot water, hot objects, etc.
6. Seeks assistance of teacher.
7. Follows common warning signs/alarms.
8. States the danger of fire.
9. Describes safe use of medicines and poisons.
10. Explains what to do if lost.
11. Names workers who keep the home and community safe, e.g. teachers, parents, fire fighters, police officers, etc.
12. Dresses for the weather.

INTERMEDIATE (Grades 4-6)

Q. Safety

1. Finds nearest fire and police station.
2. Operates fire alarm.
3. Follows safety procedures around dangerous objects.
4. Follows pedestrian and bicycle safety rules.
5. Describes safety procedures for using household tools and appliances.
6. Describes safe use and storage places for medicine or poison.
7. Describes fire and accident prevention procedures at home.
8. Uses simple first aid skills.
9. Dresses for the weather; reads a thermometer; knows meaning of wind chill factor.
10. Reads warning signs and labels.
11. Works and plays safely.
12. Describes safe play/work settings.

JUNIOR HIGH (Grades 7-9)

Q. Safety

1. Reads essential traffic and safety signs.
2. Dresses appropriately for the weather.
3. Follows school and home safety rules.
4. Describes safety hazards at home.
5. Obtains assistance from public safety agencies.
6. Makes judgments concerning behavior around animals.
7. Operates home appliances and machinery safely.
8. Reads warning signs and labels.
9. Recognizes and names poisonous plants and animals.
10. Describes poisonous household items.
11. Names fire hazards.
12. Names components of civil defense and severe weather warning network.
13. Describes jobs involving public safety.

SECONDARY (Grades 10-12+)

Q. Safety

1. Reads and follows essential traffic and safety signs.
2. Reads warnings on products and medicines.
3 Dresses appropriately for work situations.
4. Follows safety rules.
5. Describes safety hazards at home and work.
6. Uses safety equipment such as: safety glasses, saw guards, steel toe shoes, etc.
7. Uses home safety equipment such as fire extinguisher, smoke detectors, circuit breakers, fuses, water shut off valves, etc.
8. Describes and follows safe pedestrian and driving habits.
9. Describes dangers connected with use of cleaning solvents, insecticides, and fertilizers around the home.
10. Takes precautions against the weather.
11. Lists steps to take in a variety of emergency situations.
12. Obtains assistance of public safety agencies such as: police, ambulance, fire department and utility companies.
13. States employer and employee responsibilities for OSHA and other safe work conditions.
14. Considers safety of work conditions in career goals.

PRESCHOOL

R. Science

1. Body movements indicate a response to light
2. Uses hands to explore different textures or moving objects
3. Responds to different temperatures of liquids or objects.
4. Enjoys manipulating substances such as water, sand, leaves, dirt, clay, playdough, fingerpaint, etc.
5. Becomes familiar with concepts: in, out, full, empty, soft, gone, light, up etc.
6. Learns names of familiar animals in environment and their sounds: e.g., dog, cat, bird, etc.
7. Shows awareness that some smells and tastes are more pleasant than others.
8. Notices that dropped things always fall "down" and will look for them.
9. Learns to sort items by specified characteristics: e.g., color, texture, function, size, etc.
10. Explores the environment, asks questions, feels, smells, looks, touches and tastes.
11. Develops beginning concepts of time: e.g., day, week, month, year and seasons.
12. Becomes aware that both plants and animals have a life cycle (living and dying)
13. Shows interest in what makes things work (oftentimes will attempt to take things apart)
14. Listens to stories about cause and effect.
15. Recognizes body parts and their function.
16. Forms understanding that space is a limiting factor: e.g., a small space or hole will not accomodate a large object.
17. Understands that things move by different means; e.g., walking rolling, flying, swimming, engines, electricity, etc.
18. Realizes that people and machines require either food, fuel, batteries, solar energy, etc., to continue functioning.
19. Develops awareness of same and different.
20. Selects appropriate clothing for weather.

PRESCHOOL

R. Science (continued)

PRIMARY (Grades K-3)

R. Science

1. Describes differences among different types of weather.
2. Makes appropriate clothing choices for weather.
3. Names common familiar plants and animals and their uses.
4. Describes basic plant, animal and human needs.
5. Describes parts of geography: hills, mountains, lakes, rivers, etc.
6. Describes different types of animals, plants, insects, etc.
7. Describes the four seasons.
8. Identifies sources and uses of energy.
9. Uses the five senses.
10. Identifies living and nonliving things.
11. Identifies process of change in living and nonliving things: e.g., life cycles, erosion, seasons.
12. Identifies basic parts of solar system. e.g., sun, moon, stars, etc.
13. States the function of simple machines.
14. Identifies sources of pollution.
15. Uses simple scientific tools, e.g., telescope, magnifying glass, magnet, etc.

INTERMEDIATE (Grades 4-6)

R. Science

1. Describes causes and effects of climate, weather conditions, and seasons.
2. Describes types and needs of domestic and wild animals.
3. Names types and uses of plants and minerals.
4. Recognizes and names poisonous substances and plants and can state proper conduct concerning them.
5. Describes general characteristics of the earth: natural resources, oceans, landforms, seasonal cycles.
6. States reasons for conservation of natural resources and energy resources.
7. Describes parts of the universe: planet, moon, sun, stars.
8. Describes basic forces in the universe: fire, electricity, gravity, wind, magnetism, sound, light, heat.
9. Describes aspects of space travel.
10. States some cause and effects of change in technology in science, medicine, industry, education, world of work, etc.
11. Operates computer programs.
12. States various forms of pollution and ways to improve ecology.
13. Describes various types of tools and machines used in science occupations.

JUNIOR HIGH (Grades 7-9)

R. Science

1. Describes effects of climate and weather conditions on life styles, cultures, economics, jobs, etc.
2. Compares and classifies living and nonliving things by type, function, role, etc.
3. States several positive and negative aspects of environmental issues such as strip-mining, hunting, dams, and urbanization.
4. Demonstrates safe use of common chemicals; states precautions.
5. Describes commonly known science objects and events in astronomy, biology, physics, geology, geography, and electronics.
6. Describes sources of energy and reasons for conservation of natural resources.
7. Identifies and uses simple scientific equipment such as the thermometer, scales, weights, measures, telescope, etc.
8. Uses concepts of volume, area, and weight in everyday applications.
9. Predicts consequences and changes from actions and events.
10. States some effects of scientific discoveries on jobs, life styles, etc.
11. Operates computer programs.
12. Uses problem-solving methods in personal decision-making.

SECONDARY (Grades 10-12+)

R. Science

1. Describes cause and effect relationships in the environment.
2. Describes regular patterns in science and effects of changes.
3. Distinguishes fact from opinion in conversations, advertisements and media.
4. States main idea from reading about, listening to or observing science-related information.
5. Uses common metric measures.
6. Distinguishes between science, astrology, occult and mysteries, e.g. UFO, ESP.
7. Describes influences of heredity and environment on the growth of living things.
8. Describes human reproduction and birth control options.
9. Obtains information from graphs and tables.
10. States variety of occupations in science and related fields.
11. Operates variety of computer programs.
12. Explains the purpose of governmental agencies for environmental quality, conservation, consumer protection, research, etc.
13. Describes speed-time-distance relationships.
14. Describes major characteristics of geography in Iowa and U.S.

PRESCHOOL

S. Social Skills

1. Demonstrate reaction to faces, touch, and voices of familiar adults.
2. Interact with own image in mirror.
3. Imitates gestures and behaviors of others.
4. Responds to own name.
5. Responds to words such as "no," "kiss."
6. Reaches, smiles and laughs in reaction to persons and animals.
7. Enjoys appropriate touching or being touched.
8. Responds to music by swaying, clapping or moving feet.
9. Learns to play alone parallel to and with others for extended periods of time.
10. Works through concept of "mine" before learning to share.
11. Accepts responsibilities for simple household or school tasks.
12. Responds to verbal directions without negative reaction.
13. Share information and objects with friends.
14. Participates in simple games, e.g. Ring-Around-the-Rosy.
15. Anticipates familiar routines and prepares for activities.
16. Uses imagination in play and verbalization.
17. Shows interest in other people by asking questions about them or interacting visually or verbally with them.
18. Understands acceptable and unacceptable ways of showing feelings.
19. Separates easily from parents when properly prepared or in familiar surroundings.
20. Carries on simple telephone conversations.
21. Feels worthwhile and has a good self-concept (achieved by letting them know what is good about who they are and what they do).

PRIMARY (Grades K-3)

S. Social Skills

1. Behaves appropriately at movies, restaurants, swimming pools, library, etc.
2. Demonstrates appropriate table manners.
3. Demonstrates courtesy (such as please, thank you, excuse me, etc.).
4. Plays successfully in small groups.
5. Observes classroom rules.
6. Recognizes and accepts authority of teacher, principal and other school officials.
7. Demonstrates acceptable conduct in class, hall, lunchroom and school bus.
8. Uses telephone for basic purposes.
9. Anticipates a few consequences of his/her actions.
10. Names classmates.
11. Follows school rules.
12. Demonstrates respect for personal and public property.
13. Makes friends with classmates.
14. Shows evidence of understanding that individuals have feelings and interests different than his/her own.
15. Explains that persons are both alike and different.
16. Expresses interest in having a job.

INTERMEDIATE (Grades 4-6)

S. Social Skills

1. Participates in cooperative activities.
2. Arrives on time at social events (not too early, not too late).
3. Practices good grooming habits.
4. Describes people's roles and titles.
5. Accepts authority and changes in routine.
6. Cares for personal belongings and respects property of others.
7. Describes moods and emotions exhibited by others.
8. Follows school rules.
9. Acts as follower or leader.
10. Makes and maintains friends in school.
11. Resolves personal and interpersonal conflicts.
12. Acts courteously in public places.
13. Exhibits appropriate ordering and table manners in restaurant or lunchroom.
14. States how other persons have different perceptions of self; shows acceptance of differences.

JUNIOR HIGH (Grades 7-9)

S. Social Skills

1. Demonstrates appropriate behavior in presence of members of the opposite sex.
2. Demonstrates tolerance of behavior of classmates.
3. Participates and works with others in group activities without disruption.
4. Plays games by the rules.
5. Behaves appropriately in school environment.
6. Resolves conflict in nonaggressive ways.
7. Makes and accepts apologies.
8. Accepts comments made in jest.
9. Describes impact of own behavior on others.
10. Describes careers and occupations that require good social skills.

SECONDARY (Grades 10-12+)

S. Social Skills

1. Distinguishes between appropriate and inappropriate behaviors in different social situations.
2. Demonstrates acceptable behaviors in boy-girl relationships.
3. Discusses importance of responsible relationships with members of the opposite sex.
4. Expresses affection in socially condoned ways.
5. Expresses anger in socially condoned ways.
6. Expresses understanding of purposes of committee or group work.
7. Participates in social events.
8. Grooms and dresses appropriately for different social situations.
9. Demonstrates proper manners for social situations.
10. Demonstrates proper manners for restaurants, other people's homes and in school.
11. Describes characteristics of behavior which gain acceptance.
12. Describes ways to make and keep friends.
13. Accepts supervision.
14. Describes social skills used in finding and keeping a job.
15. Exhibits successful job interview skills.
16. Exhibits appropriate social skills in resolving job-related and family-related problems.

PRESCHOOL

T. Time

1. Associates time with hunger.
2. Develops schedule which reflects body functions and family routines.
3. Becomes aware of day and night.
4. Responds to sequencial occurrances within the environment; e.g. parent leaves in morning, returns in evening.
5. Anticipates certain activites based on time; e.g. gets dark, is bedtime; mid-afternoon, siblings come home from school.
6. Realizes that routines may vary based on days of the week.
7. Awareness that clock symbolizes time.
8. Learns to associate numerals with time.
9. Gains awareness of names and concepts of days, weeks, months and seasons.
10. Demonstrates understanding of such concepts as early, late, noon, yesterday, tomorrow, before, after, etc.

PRIMARY (Grades K-3)

T. Time

1. Uses time sequences (before and after).
2. Recognizes morning, noon, afternoon and night.
3. Verbalizes days of the week, today, yesterday, tomorrow, etc.
4. Tells time by the half hour.
5. Reads a calendar.
6. Uses a.m. and p.m.
7. Names the months of the year.
8. Names the seasons.
9. Demonstrates understanding that activities are governed by time.
10. Celebrates holidays.
11. States work to be done on a daily, weekly, monthly, and seasonal basis.
12. Completes tasks on time.

INTERMEDIATE (Grades 4-6)

T. Time

1. Tells time by the quarter hour and five minutes.
2. Uses calendar correctly.
3. Uses words past, after, before, noon, midnight and weekend.
4. Arrives at school and class on time.
5. Writes abbreviations for months and days of the week.
6. States, reads and writes dates.
7. States importance of time in various jobs.
8. Uses time in games.
9. Completes assignments or projects within time limits.
10. Organizes own time for work, leisure, school, etc.

JUNIOR HIGH (Grades 7-9)

T. Time

1. Verbalizes importance of being on time.
2. States relationship between time, work and wages.
3. Reads variety of clocks.
4. Reads time tables and schedules.
5. Applies time to household work tasks-daily, weekly, monthly, seasonal.
6. Reads time written in a.m. and p.m.
7. Writes names of days of week, months and holidays.
8. Describes occupations related to time, time measurement, time keeping, etc.
9. Uses timers for cooking and work tasks.

SECONDARY (Grades 10-12+)

T. Time

1. Reads different types of clocks.
2. Reads dates on ads and coupons.
3. Uses time cards appropriately.
4. Makes time computations.
5. Arrives at work, school and appointments on time.
6. Reads timetables and schedules.
7. Estimates time use.
8. Estimates travel time.
9. Computes pay as related to time.
10. Expresses consequences of tardiness for school, jobs and appointments.
11. Discusses time frames related to career goals.
12. Uses timers for cooking and work tasks.

PRESCHOOL

U. Travel

1. Enjoys the sensation of movement.
2. Watches changing scenery while riding in a car.
3. Learns that wearing seat belts and sitting in car seats are taken for granted for safe travel in a motor vehicle.
4. Manipulates push, pull and riding toys.
5. Learns cause and effect such as opening and closing doors, manipulating knobs and levers, etc.
6. Becomes aware that large moving objects are dangerous.
7. Gains awareness of space: e.g., yard, block, mile, city, state.
8. Realizes when he/she is lost.
9. Awareness of purpose of street lights and policemen in regard to safety.

PRIMARY (Grades K-3)

U. Travel

1. Crosses streets unassisted.
2. Seeks help when lost.
3. Travels to and from school safely.
4. Can identify the limits of travel within neighborhood or community.
5. Rides tricycle, bigwheel, bicycle, etc.
6. Travels within school building and home: opens doors, climbs stairs, locates rooms, finds restrooms.
7. Safely rides as passenger in car, bus, etc.

INTERMEDIATE (Grades 4-6)

U. Travel

1. Uses community transportation system: bus stops, bus number, bus fare, taxi.
2. Travels outside neighborhood.
3. Reads and follows street signs.
4. Rides bicycle safely.
5. Uses elevators and escalators.
6. Asks for directions.
7. Gives directions.
8. Identifies workers in the transportation industry.

JUNIOR HIGH (Grades 7-9)

U. Travel

1. Reads bus schedules.
2. Reads street maps.
3. Follows traffic laws on bicycle.
4. Locates home, community, state and nation.
5. Describes hazards of hitchhiking.
6. Uses community transportation systems.
7. Compares costs of various kinds of transportation.
8. Describes occupations related to transportation, service, maintenance of vehicles, etc.

SECONDARY (Grades 10-12+)

U. Travel

1. Reads bus, airline, and train schedules.
2. States how to use public transportation including buses, taxis and airlines.
3. Describes hazards in hitchhiking and giving rides to strangers.
4. Uses road maps and street maps.
5. Follows traffic laws.
6. Drives an automobile (optional).
7. Services a vehicle with gas, oil and air.
8. Describes need for and benefit of purchasing auto insurance.
9. Describes the relationship between location of work and cost of commuting.
10. Selects most cost effective transportation in a variety of situations.
11. Participates in driver education.
12. Considers interest and ability in careers involving driving or traveling.

PRESCHOOL

V. Writing

1. Grasps objects using pincer grasp.
2. Visually tracks objects.
3. Develops eye-hand coordination.
4. Can trace lines, patterns and shape with index finger.
5. Holds pencil or crayon.
6. Marks on paper with marking instruments.
7. Traces lines, shapes, and patterns with pencil or crayon.
8. Draws vertical lines.
9. Draws horizontal lines.
10. Connects dot configurations when provided with pattern.
11. Connects dot configurations without use of patterns.
12. Draws recognizable shapes and figures.
13. Prints upper case letters.
14. Prints lower case letters.
15. Prints name.

PRIMARY (Grades K-3)

V. Writing

1. Uses pens/pencils/crayons.
2. Traces and follows dots or line drawing.
3. Writes own full name, address, phone number.
4. Prints large and small letters.
5. Writes letters into words.
6. Copies complete sentences.
7. Writes sentences and paragraphs.
8. Begins cursive writing.
9. Uses left to right progression (writes from left to right).
10. Spells words correctly.
11. Names workers who write as part of their job.

INTERMEDIATE (Grades 4-6)

V. Writing

1. Uses standard size pencils and pens.
2. Writes legibly in cursive (small and large letters).
3. Uses simple punctuation.
4. Writes addresses and personal information.
5. Writes stories or messages.
6. Uses abbreviations: Dr., Mr., Mrs., St., Rd., Ave., etc.
7. Writes word list in alphabetical order.
8. Writes letters (business, friendly).
9. Uses punctuation when writing.
10. Spells often-used words.
11. Write complex sentences.
12. Copies printed materials.
13. Takes notes in class; outlines text.
14. Uses correct grammar and sentence structure.
15. States importance of writing in some jobs and daily situations.

JUNIOR HIGH (Grades 7-9)

V. Writing

1. Writes a complex sentence.
2. Writes a complete paragraph.
3. Writes letters of response.
4. Writes letters of inquiry.
5. Writes legibly in cursive.
6. Uses common abbreviations.
7. Punctuates sentences.
8. Spells essential words.
9. Writes simple business letters.
10. Completes application and other forms.

SECONDARY (Grades 10-12+)

V. Writing

1. Uses punctuation and capitalization.
2. Writes sentences.
3. Writes a paragraph.
4. Addresses an envelope.
5. Names jobs that require writing.
6. Writes phone messages.
7. Writes shopping lists.
8. Fills out order forms.
9. Writes notes giving directions.
10. Writes personal notes such as: thank you's, invitations, condolences, and personal requests.
11. Makes recordings on sample inventory records.
12. Writes personal and business letters.
13. Fills out forms for applying for jobs, requesting credit, requesting a service, joining an organization, purchasing insurance, taking out a loan, etc.
14. Writes a classified advertisement.
15. Relates writing ability and interests to career goals.